

Active Listening Worksheets

Goal:

- To develop or enhance active listening skills in youth.

Have Ready:

- One subsequent worksheet package per youth.

Instructions:

Option 1: Hand out the worksheet for active listening as homework, and gather after youth have thought through each scenario.

Option 2: Hand out the worksheet for youth to fill out during a specific time together.

- After the youth have filled out the worksheet, gather into a circle and have a go-round where each youth shares their answer. (Each time around the circle deal only with one question.)
- As the facilitator, allow youth to discuss what may work and what can hinder listening before jumping in to provide information. After debriefing the answers, move on to the next question.

Helpful Hint: You may want to explain paraphrasing, perception checks, how to ask an open ended question, summarizing, and I-messages before you hand out the worksheet. Also, you may want to write out the definitions on the board. If your group has literacy issues, you may want to work on the questions together or do them orally.

Active Listening Worksheet

Paraphrase the following statements. This means put into your own words what someone else said.

Example: I used to go out with my friends all the time, but lately I don't want to. They've started drinking beer a lot more and I'm not into that. It seems like they can't have a good time without it. I don't enjoy myself anymore when I'm with them.

Paraphrase: In the past, you had a great time going out with friends. Right now, however, you don't feel like hanging out with them because you don't like drinking. Whenever you do go out with them you don't have fun and it seems like they need to drink to have fun.

1. I told my supposed-to-be best friend a secret about what happened with me and my partner last weekend. Now everyone in my whole school knows about it.

2. I'm really into this person at school. We're probably going to see each other at a party this weekend, but there's going to be another person there that likes them too. I don't know how they feel about me.

Develop a *perception check* statement for the following, showing that you understand the feelings involved.

Example: I have worked very hard on the homework and I still don't understand the math. I just try and try and nothing seems to help.

Paraphrase: So it sounds like you are frustrated because you worked so hard on your homework and you still don't understand.

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Create an *open-ended* question for each of the following. Open-ended questions can't be answered with a simple 'yes' or 'no'. They invite the other person to share more about what's going on for them.

Example: I took a pregnancy test three weeks ago and it said negative. The nurse told me to come back for another one just to confirm the result. I just went back and this time it came out positive.

Open-Ended Questions: "What does this test result mean for you?" or "How do you feel about the result of that test?"

1. I'm itching down there and I think I have an STI. I don't know what to do!"

2. My friend went out with their partner the other night and they felt pressured to make out with them. When my friend told their other friends about it, they blamed them for it.

Respond to the following statements with an open-ended question that would bring up more specific information.

1. "I don't like that sort of thing ..."

2. "They never listen to my suggestions or to what I have to say."

3. "That's just the kind of person she is."

4. "I feel terrible."

Create an *I-Message* in response to the following scenarios. An *I-Message* statement shows your side of the situation and how you feel, and doesn't threaten the other person.

Example: Monica heard from someone that her friend Alexis was trying to steal Monica's boyfriend.

Monica's I-Message to Alexis: I feel awkward because I heard a rumor about my boyfriend. Will you help me get to the bottom of this?

1. Your best friend and you have just gotten out of a meeting at school. Just as you are leaving they say to you, "I want to go something to eat. Do you have any change?" This is the third time they've asked you for money and have yet to pay you back.

2. It is Thursday night and you have a difficult exam tomorrow. You've been so busy with other activities that you haven't had the chance to study yet. Just as you open your books to start to cram, your cell phone rings. Your friend says that they need to talk to you about something that's really bugging them. When you explain that you would love to talk with them tomorrow because of your exam, your friend says, "You said I could phone you any time but I guess you didn't really mean it."
